

# Title II of the Higher Education Act

## Institutional Report

### APPENDIX C

#### Annual Institutional Questionnaire on Teacher Preparation:

**Academic year: 2001-2002**

Office of Postsecondary Education, U.S. Department of Education

**Report Year 3:** (Fall 2001, Winter, 2002, Summer 2002)

Institution name:	Park University		
Respondent name and title:	Patricia Hutchens McClelland, PhD, Director of Education		
Respondent phone number:	816 584-6727	Fax: 816 741-4371	
Electronic mail address:	<a href="mailto:pmcclelland@mail.park.edu">pmcclelland@mail.park.edu</a>		
Address:	8700 NW Riverpark Dr		
City:	Parkville	State: MO	Zip code: 64152

### Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

### Section I. Pass rates.

**Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program**

<i>Table C-1</i>	<i>HEA - Title II 2001-2002 Academic Year</i>
<b>Institution Name</b>	Park University
<b>Institution Code</b>	6574
<b>State</b>	Missouri
<b>Number of Program Completers Submitted</b>	42

Number of Program Completers found, matched, and used in passing rate Calculations <sup>1</sup>	33				Statewide		
Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
<b>Professional Knowledge</b>							
<b>Academic Content Areas</b>							
Art: Content Knowledge	133	1			96	95	99%
Biology: Content Knowledge, Part 1	231	2			62	58	
Early Childhood Education	020	2			295	288	98%
Elem Edu: Curriculum, Instruction, and Assessment	011	22	19	86%	1679	1606	96%
English Lang., Lit. and Comp. : Content Knowledge	041	1			192	191	99%
Mathematics: Content Knowledge	061	2			97	91	94%
Social Studies: Content Knowledge	081	3			276	270	98%
<b>Other Content Areas</b>							
<b>Teaching Special Populations</b>							

**Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program**

<i>Table C-1</i>		<i>HEA - Title II 2001-2002 Academic Year</i>						
Institution Name		Park University						
Institution Code		6574						
State		Missouri						
Number of Program Completers Submitted		42						
Number of Program Completers found, matched, and used in passing rate Calculations <sup>1</sup>		33				Statewide		
Type of Assessment		Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate			
Professional Knowledge								
Academic Content Areas								
Art: Content Knowledge		133	1			96	95	99%
Biology: Content Knowledge, Part 1		231	2			62	58	
Early Childhood Education		020	2			295	288	98%
Elem Edu: Curriculum, Instruction, and Assessment		011	22	19	86%	1679	1606	96%
English Lang., Lit. and Comp. : Content Knowledge		041	1			192	191	99%
Mathematics: Content Knowledge		061	2			97	91	94%
Social Studies: Content Knowledge		081	3			276	270	98%
Other Content Areas								
Teaching Special Populations								

## **Section II. Program information.**

### **A Number of students in the regular teacher preparation program at your institution:**

Please specify the number of students in your teacher preparation program during academic year 2001-2002, including all areas of specialization.

1. Total number of students enrolled during 2001-2002: **235**

### **B Information about supervised student teaching:**

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2001-2002? **59**

3. Please provide the numbers of supervising faculty who were:

**3** Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

**0** Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

**5** Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2001-2002: **8**

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): **7.4/1**
5. The average number of hours per week required of student participation in supervised student teaching in these programs was: **32.5** hours. The total number of weeks of supervised student teaching required is **10/12**. The total number of hours required is **325/390** hours.

### **C Information about state approval or accreditation of teacher preparation programs:**

6. Is your teacher preparation program currently approved or accredited by the state?

**X** Yes        No

7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)?        Yes **X** No

NOTE: See appendix A of the guide for the legislative language referring to "low-performing" programs.

## **Section III. Contextual information (optional).**

**A. Please use this space to provide any additional information that describes your teacher preparation program(s).**

**B. Missouri has asked each institution to include at least the following information.**

### **1. Institution Mission**

The mission of Park University, an entrepreneurial institution of learning, is to provide access to academic excellence which will prepare learners to think critically, communicate effectively and engage in lifelong learning while serving a global community.

## **2. Educational Philosophy**

The department believes the “growing” of a teacher is a continuous, lifelong process. The knowledge, skills, and dispositions necessary to be an effective teacher develop through a rich variety of experiences that meet the diverse and unique needs of each learner. The curriculum provides opportunities for students to be present in preK-12 classrooms from the beginning of the program, providing experiences at increasingly higher levels of complexity throughout their course of study. The education department also believes in “practicing what it preaches,” working with developing teachers as we would want them to work with children, families, and colleagues in their own classrooms. Teachers must be reflective practitioners who are able to think critically and solve problems. Our goal is to develop lifelong learners who will be strong advocates for children, good education, and an improved society. All children deserve a well prepared, caring, and compassionate teacher.

## **3. Conceptual Frameworks**

The framework views the development of a teacher as a careerlong, emergent growth process, which can be approached using many of the same principles used to understand the growth and development of children. Vygotsky’s (1978) notion of the “Zone of Proximal Development” is central to the framework, along with the notion of “scaffolding”. Developing teachers need appropriate scaffolding and social support, which may take on different forms at various points in their development (Huberman, 1989), so that they may achieve at their highest levels of ability.

The scaffolding provided should help developing teachers develop the knowledge, skills, and dispositions of reflective professionals (Schon, 1983). Such scaffolding may include many elements, including a balance between explicit instruction and guided discovery, modeling, guided practice, independent practice, the use of heuristics and frameworks, and the kinds of activities that facilitate analysis, reflection, creative thinking, and critical thinking. Bloom’s Taxonomy (Bloom, 1956) provides an organizing structure for the building of appropriate scaffolding that leads the developing teacher from the simplest levels of thinking to higher order thinking skills.

Higher order thinking skills are important for teachers entering an uncertain profession in uncertain times; the right kind of scaffolding at the right time can make a difference in whether a developing teacher responds to uncertainty in reflective, open-minded ways or in close-minded ways that can hinder their development and lead to “status-quo”-preserving behaviors (Floden & Clark, 1988; Lange & Burroughs-Lange, 1994). Teachers of the twenty-first century will need the ability to deal critically and reflectively with uncertainty in diverse, changing educational settings. They will need the thinking skills necessary to effect transformations within school contexts and within the larger society (Aronowitz & Giroux, 1993; Freire, 1970).

Park University’s small, close-knit setting, with its small classes and supportive social context, facilitates the kind of scaffolding needed by developing teachers. The program is characterized by close personal relationships, cooperation and collaboration, frequent feedback, and individual conferencing, as well as by field-based components with plenty of support, participation, reflection, and sharing. This kind of effective scaffolding is simultaneously being employed with, and demonstrated to, Park University’s developing teachers. The main goal is to help developing teachers, and ultimately the children and young people they teach, to achieve at their highest potentials.

## **4. Program completers who teach in the private schools and out of state**

<b>Private Schools:</b>	<b>2</b>
<b>Out-of-State:</b>	

